UTILIZATION OF SELF TALK STRATEGY (STS) TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE FIRST GRADE OF SMAN 1 LIBURENG

(Pre Experimental design)

A THESIS

Proposed as the Fulfillment to Accomplish Sarjana Degree
At faculty of Teacher Training and Education
Makassar Muhammadiyah University

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MAKASSAR MUHAMMADIYAH UNIVERSITY

2018

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Andi Rustiawan K

MOTTO

DREAM IT.
WISH IT.
DO IT.

WITHOUT EDUCATION,

WE ARE IN HORRIBLE AND DEADLY DANGER

OF TAKING EDUCATED PEOPLE SERIOUSLY

I dedicated this thesis to

My beloved parents, and my brother.

ABSTRACT

ANDI RUSTIAWAN KARMADI.2017. *Utilization of Self Talk Strategy (STS) to Improve* **the students'** *Speaking Skill at the First Grade of SMA Negeri 1 Libureng (pre experimental research)* guided by supervisor Ummi Khaerati Syam and Saiful.

The objectives of this research were to find out the achievement of the students' speaking skill after applying the Self Talk Strategy (STS) and to find out the result on the students' speaking achievement taught before and after implemented Self Talk Strategy (STS) at the first grade of SMA Negeri 1 Libureng

This research employed pre experimental design with one group pre tes and post test design. There were two variables; independent variable was utilization of self talk strategy and dependent variable was the student speaking improvement.the population in this research was the first grade of SMA Negeri 1 Libureng and the sample was class X IPA1 that consisted of 24 students.

The instrument of this research was speaking test that used pre test and post test . The result of the data indicated that there was significant differences between the students' pre test and post test in ore experimental class. The mean score of the students speaking in post tes (12.2) was greater than pre test (8.21). in the t-test analysis , the reaserchers found that t-test value for accuracy form higher than t-table (14.2>2.069) and t-test value for fluency form higher than the t-table (9.5>2.069) at the level of significancy (p) (0.05). It means that there is significant difference between the students' speaking in the class before and after implemented Self Talk Straregy in speaking process. Threfore, the null Hypotheses (H0) is rejected and the Alternative Hypothesis was accepted (H1). Based on finding disscussion of the research, the researcher drew a clonclution that the utilization of Self Talk Strategy (STS) improved the students; speaking skill at the first grade of SMA Negeri 1 Libureng.

Keywords : Self Talk Strategy, Speaking

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi rabbil alamin the researcher expresses his gratitude to Allah SWT the almighty God for his mercy, blessing and opportunity given to him so that the researcher was able to finish writing this thesis.

Shalawat and salam are addressed to the prophet Muhammad SAW for his guidance. There were some handicaps and problems that the writer encountered from the beginning to the end of writing this thesis. This thesis could not be perfectly finished without supporting and encouragement of people who gave valuable assistance. Therefore, she would like to express her appreciation to them particularly:

1. The writer beloved parents **Hj.Kasadiah.S.Pd** and **H.A.Kamaruddin** for their continous pray to the god almighty, love, soul, motivate, and advice so the writer can finish his thesis. For them this thesis dedicated.

2. **Dr. H. Abd. Rahman Rahim, S.E., M.M** the Rector of Muhammadiyah University of Makassar for his advice during her studied at the University.

3. **Erwin Akib, S.Pd., M.Pd., Ph.D.** to Dean of FKIP Unismuh.

4. **Ummi Khaerati Syam, S.Pd., M.Pd.** the Head of English Education Department for advise and motivation.

5. The researcher thanks for the guidance and correction to this research; deeply thanks are expressed to some people, especially **Ummi Khaerati Syam, S.Pd., M.Pd** and **Saiful, S.Pd,. M.Pd.** at the first and the second consultans where always give and guidance.

6. **Drs.Abdul Rauf, M.M.** as the Headmaster of SMA Negeri 1 Libureng Kab. Bone and special thanks for english teacher **Andi akbar, S.Pd** and the staffs of SMA Negeri 1 Libureng Kab. Bone for their help diring the writer research.

7. All the first year students of SMA Negeri 1 Libureng Kab. Bone.

8. All the lectures and the staffs of FKIP Unismuh Makassar for their guidance and service during study.

9. Special thanks to beloved brother **Andi Ramdan Karmadi** and all of my family the writer cannot mention one by one for their love, sacriface, advices, and sincere prayers during her study.

10. Special thanks to the researcher's best friends **Ika Sartika, Desi karmia, Besse metatul Jannah, Nurwandi, Andi Isra, Risky Novianti, Nunuk puji a, Riska riani, Dian, Tharik salam, Wahyu, Rian,** for helping ,sharing joy and sorrow, understanding and their critics to the researcher, the all family at P2k **Sofia, Fery, Asti, Imha, Lina, Ika,** and all my beloved classmate (I never forget you all guys)

11. Thanks to All people who help the writer and those whom the writer cannot mention one by one.

Finally, the researcher is sure that this writing thesis far from being perfect so the writer sincerely appropriate the constructive criticism from the reader. Wassalam

Researcher

Andi Rustiawan Karmadi

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF CHART

CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of theresearch,significant of the research and scop of the research.

A. Background

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. Speaking is one of the four skills that very important to be taught to the students because it will help them to use their English in communication and interaction with other people. There are two main components in speaking namely speaker and listener. The function of speaker gives information and the listener receive the information from the speaker. The speaker and listener have to cooperate each other to avoid miscommunication that happened to them(Aydo an&Akbarov2014: 673).

Speaking is a productive skill, like writing, it involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding (Aguilera 2012: 1)

Based on the researcher's experience and preliminary observations on the previous daily speaking test at first grade of SMA Negeri 1 libureng, the researcher found the fact that from the test result only about 25% of the class members passed the score of 70 as required by the minimum achievement criteria or Kriteria Ketuntasan Minimum (KKM) stated by the school. The students still had a lot of weaknesses in speaking competence. First, they are not confident to speak English in front of the class because lack of students' self confidence to speakEnglish. Second, they afraid to make mistakes in producing English orally that make them reluctant to speak English. Third, they had difficulties in pronunciation. Fourth, the students lack of vocabulary

In order to solve the problem the English teacher has to be creative to design many communicative activities in the classroom in teaching speaking. This case can motivate student to the language actively and productively. The teachers are expected to make the effective learning and to use appropriate technique that motivate students to speak English fluently by giving adequate opportunities.

One of technique can be used to stimulate the students in learning speaking is self talk strategy (STS) and this strategy was found by Shelton et al. in 1985.In addition,Ave (2000: 44) defined strategy self-talk means making positive statements like "I can do this" to help oneself get through challenging tasks. Reassuring yourself while doing a difficult task may help you do more than you thought you could because even if you cannot do the task perfectly you can probably do some of it.

Therefore, in this brief description the researcherswill conducta research with the title as follows: **"Utilization of Self Talk Strategy (STS) to Improve the students' Speaking Skill at the First Grade of SMA Negeri 1 Libureng"**

B. Problem Statement

1. How is the achievement of students' speaking skill after applying the Self Talk Strategy (STS) at the first grade of SMANegeri 1 libureng?

2. Are there any significant result on the students' speaking achievement taught before and after being Self Talk Strategy (STS) at the first grade of SMA Negeri 1 libureng?

C. Objective of the Research

1. To find out achievement of the students' speaking skill after applying the Self Talk Strategy (STS) at the first grade of SMA Negeri 1 libureng.

2. To find out the result on the students' speaking achievement taught before and after being Self Talk Strategy (STS) at the first grade of SMA Negeri 1 Libureng.

D. Significance of the Research

The significance of this study can contribute some benefits to students and teachers. They are:

1. For the teachers, they can use this strategy to significantly. And it also can help the teacher to measure and to find out the weakness of the students.

2. For the students, they can improve their speaking skill by this strategy.

3. For the other researcher, the result of this study is expected to give an alternative source and references to other researchers in their attempts to study Self Talk Strategy (STS) especially to improve speaking skill.

E. Scope of the Research

The study is aimed to find outhet significant of the students different score in speaking skill achievement before and afteraplyingSelf Talk Strategy (STS) at the first grade of SMA Negeri 1 libureng. The scope of the research is limitedapplicationof Self Talk Strategy (STS) in the students' speakingability dealing with accuracy(vocabulary) and fluency (smoothness).

CHAPTER II

LITERTATURE RIVIEW

This chapter deals with previous related research findings and some partinents idea of speaking and self talk strategy, theoritical framework and hypothesis.

A. Previous Related Research Findings

Safitri (2016) in her thesis found that after the researcher had done the implementation of the strategy, the students' writing ability improved. It was known from the result of the students' test from preliminary study in cycle 1 and 2. The researcher was known from the students responses, self talk strategy was interesting. They confidence in making recount text and enjoyed teaching and learning process during the course and they did the activity seriously. So, it could be concluded that self talk strategy could improve the students' writing and they motivated in following the subject.

Nafrina (2007) in her thesis found that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction. For the equipment, the learners were adequately provided with English learning resources, but there were no visual aids. The limited equipment made it difficult for the teacher to develop her teaching strategy. The learners condition showed that they should be more active because some of them was still confused or gave no answer. Based on the result of this study, it can be concluded that there are mutual dependence of roles

between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English.

Riansyah(2013) in his thesis found that the calculation results of independent samples t tests test data is the experimental group and the control group using a clear defensive not assuming equal variances assumed where the views of the average value of the experimental group was higher than in the control group (7.50>3.31) and the calculation of test results independent samples t tests of data experimental group and the control group using the assumption equal dropshot variances not assumed where the views of the average value of the experimental group was higher than in the control group (10.56> 6.75). Furthermore, the overall learning experiment group and the control group also uses the assumption equal variances not assumed where the views of the average value of the experimental group was higher than in the control group (18.06>10.06).

Rahniadeni (2013), in her thesis found that from the students score on speaking, it is found that most of the students who get high score apply metacognitive strategies in learning. Through metacognitive strategies, the students are lead to evaluate their performance, so that they will know what and how to improve their learning.

Based on the four previous studies above, the researcher found the differences in the result of the studies amongSafitri,Nafrina,Riansyah and Rahniadeni, in whichSafitri found that the Self Talk Strategy is improve   the

students' writing and the students motivated in following the subject meanwhileNafrina found that the teacher and the learners complemented to each other and Riansyah found that the calculation results of independent samples t tests test data is the experimental group and the control group using a clear defensive not assuming equal variances assumed where the views of the average value of the experimental group was higher than in the control group and Rahniadenifound that most of the students who get high score apply metacognitive strategies in learning.However, the most often initiator is the teacher, because they was accustomed to using English in other word Talk of learner is most important in teaching speaking.

Therefore based on the four previous findings, the researcher will apply the Self Talk Strategy in Teaching Speaking Ability at the First Grade of SMANegeri 1 Libureng and formulate the study under the title "Utilization of Self Talk Strategy (STS) to Improve Speaking Skill at the First Grade of SMA NegeriLibureng"

B. Some Partinent Ideas

1. Speaking

a. Definition of Speaking

Solcova (2011: 18) defined speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals in the other words speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Somjai&Jansem (2015: 28) revealed thatEnglish speaking ability is the ability to verbalize the English language in conversation purposively, to speak fluently and communicate effectively, to use language structure and vocabulary in the right context, to use appropriate pronunciation, and to apply appropriate manner.In addition Torky (2006: 29) explainedthatSpeaking is define as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context, in which it occurs, the participants, and the purposes of speaking,

In order of the definition of speaking Qureshi (2006: 2) explained that Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the

learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.

b. Speaking in Second Language

There is no much difference between speaking in the first language and speaking in the second language. Second language speakers also produce speech through a process of conceptualizing, formulating, and then articulating, during which there is a process of self-monitoring (Thornburry, 2005: 28).

Thornburry states that the difference is on the language itself. The knowledge of second language speakers is not as extensive and as established as their knowledge of the first language. Second language speakers tend to formulate utterances in the first language and, then, translate it into the second language.

He also states that the pressure to be accurate to avoid making humiliating errors may mean that the self monitoring process is overused and over-prolonged, again with a negative effect in terms of fluency. In order to be understood, second language speakers apply, at least, two

strategies in speaking, namely communicative strategy and discourse strategy.

Thornburry (2005: 40) explained propose the terms of the basic knowledge that enable speech in a second language, as follows:

1. A core grammar

2. A core vocabulary of at least 1000 high-frequency items

3. Some common discourse markers

4. A core phrase book' of multi-word units (chunks)

5. Formulaic ways of performing common speech acts, such as requesting or inviting.

6. Mastery of those features of pronunciation that inhibit intelligibility.

c. Speaking Performance

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning on how much they feel they have improve in their speaking skill. Thus, it emerges many varieties of approaches to learn speaking, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction.

According to Jack C. Richards (2008:19) he used three-part expand functions of speaking to design the suitable materials for the students. There are talk as interaction, talk as transaction, and talk as performance. Each of

these activities is different in terms of form and function and needs different teaching approaches.

1) Talk as interaction

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus ismore on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, public announcements, and speeches.

Based on those functions of speaking, teacher needs to have appropriate approach to teach speaking to the students in terms of what function is the goal of the learning process. After the teacher decides the appropriate approach, then indicators are needed to measure the students' progress.

According to Duzer (1999: 1) students' speaking skill and their speech habit have an impact on the success of any exchange. Students, as

the speaker, have to be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage other elements such as rephrasing, providing feedback, turn-taking, or redirecting. The speaker must know the usual pattern that such interaction follows and accesses the knowledge as the exchange progresses. They must also choose the correct vocabulary to describe things on that topic, rephrase or emphasize words to clarify the description, and use appropriate facial expressions. Other things which are included into indicators of good speaking skill:

1) Producing sounds, stress patterns, rhythmic structures, and intonations of the language.

2) Using grammar and structure accurately.

3) Selecting vocabulary which is understandable and appropriate for the audience, the topic being discuss, and the setting in which the speech act occurs.

4) Applying strategies to enhance comprehensibility, such as emphasizing keywords and rephrasing.

5) Using gestures or body language.

Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar and structure to maximize listener comprehension and involvement.

d. Aspect of Speaking Skill

Bashir, Azeem&Dogar (2011: 38) revealed thatMany language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom. in what circumstances, about what, and for what reason.

Torky (2006: 30) revealed thatSpeaking is define operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purpose using correct

pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. In other words they are require to show mastery of the following sub competencies/ skills:

1) Linguistic competence: This includes the following skills:

   a) Using intelligible pronunciation.

   b) Following grammatical rules accurately.

   c) Using relevant, adequate and appropriate range of vocabulary.

2) Discourse competence: This includes the following skills:

   a) Structuring discourse coherently and cohesively

   b) Managingconversation and interacting effectively to keep the conversation going.

3) Pragmatic competence: This includes the following skill:

   a) Expressing a range of functions effectively and appropriately according to the context and register.

   b) Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

e. Micro Skill and Macro Skill of Speaking

Brown (2007) defined separates speaking into micro and macro skills. Micro skills refer to producing smaller chunks of language including phonemes, morphemes, words, collocations, and phrasal units. While macro skills focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

1) Abridged list of Micro Skills

   a) Produce differences among English phonemes and allophonic variants.

   b) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

   c) Produce reduced forms of words and phrases.

   d) Produce fluent speech at different rates of delivery.

   e) Monitor one's own oral production and use various strategic devices - pauses, fillers, self -corrections, backtracking – to enhance the clarity of the message.

   f) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

2) Abridged list of Macro Skills

   a) Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor keeping, and floor yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

   b) Use facial features, kinesics, body language, and other nonverbal cues appropriate with verbal language.

   Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutors understand.

2. **Self Talk Strategy (STS)**

a. **Definition of Self Talk Strategy (STS)**

Bernard (2005: 3)definedSelf-talk refers to statements people make to themselves, either internally or aloud, and has been define as an internal dialogue in which the individuals interpret feelings and perceptions, regulate and change evaluations and cognitions and give themselves instructions and reinforcement

Zetou, Nikolaos&Evaggelos (2014: 27) defined Self Talk Strategy as a expressions or statements that address ourselves, being multidimensional from its nature, having explanatory points that coincide with the content of the statements that are said, dynamics, and accomplishing, at least two functions: a guiding and a motivating function. This underlines the importance of language to the development of thought and, hence, the development of action.

Parvizi, Daneshfar&Shojaei (2012: 2303)definedSelf-talk is the usage of verbal cues during performance by performers to focus of attention on the key aspects of the skill. Self-talk has two main functions. Instructional self-talk improves the performance through focusing of attention on the movement, correct technique or performance of the proper strategy and Motivational self-talk improves the performance by increasing the energy and effort and is used to control the arousal and anxiety

Linnér (2010: 1) defined self-talk as what people say to themselves either out loud or as a small voice inside their head, occurs whenever an individual thinks, whether making statements internally or externally and an internal dialogue the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives him/herself instructions and reinforcement"

b. Kinds of Self Talk Strategy (STS)

Kahrovi et al (2014: 53) definedHaving a conversation with oneself (self-talk) can be divide into two basic groups: positive and negative.

1) Positive self-talk refers to the positive statements that enhance and improve self-esteem and motivation and help to concentrate more effectively on the current task and not on the mistakes made in the past. The examples of positive self-talk phrases are the following ones: "I can surely do it", "I am quite ready, I will do my best".

2) Negative self-talk includes statements in the form of criticism that produces increase anxiety, lower self-efficacy and lower performances. Such examples include: "There is no possible way I can do this", "I am so bad, I will certainly fail".

In addition, self-talk can have two main functions in the conversations with oneself, an instructional and motivational one.

c. The Procedure of Self talk Strategy

Haddoune (2006: 10) revealed thatselftalk strategies that aim basically at reducing from the anxiety one might face during the learning process. Self-talk is a developmentally appropriate strategy children can use to help themselves listen, follow directions, and stay on task. Over time, self-talk typically becomes internalized and is no longer spoken out loud. However, whether out loud or silent, self-talk can be a powerful tool to help students remember directions and focus and guide their efforts.

Recap (2004: 1) revealed thatAn important strategy for success is to develop an understanding of the way that our attitudes and thoughts influence for better or worse our feelings and behavior. When students learn to recognize the negative and irrational attitudes that lead to self-defeating behaviors, they can change them to more positive and rational attitudes through positive self-talk. By thinking about and challenging the messages that they are giving themselves and substituting positive messages for those that are negative, students can develop the self-confidence to overcome obstacles to success. The procedure of Self Talk Strategy (STS) as follows:

1) Teacher briefly introduces the meaning of self-confidence to the class.

2) In small groups, students brainstorm a range of skills and activities that require confidence and an acceptance of mistake before success (playing an instrument, bike riding, skate boarding) on butchers'

paper. Each group then posts its list on the wall for a whole-class discussion.

3) Teacher facilitates a brief, whole-class discussion on each group's list, and links the skills listed with academic achievements.

4) Teacher facilitates a whole-class discussion on the notion of positive self-talk, explaining the difference between positive and negative self-talk and the effects of each.

5) Students individually complete the 'Making it happen' worksheet.

6) In small groups, students complete the 'Nothing ventured, nothing gained' worksheet. Students should discuss the importance of taking risks and being prepared to make mistakes.

7) Using the 'Being a "Yes" person' sheets, the teacher facilitates a whole-class discussion of the meanings and key concepts of a person's 'inner' and 'outer' worlds.

8) In pairs, students work out from their response on the 'Being a "Yes" person' sheet whether they are 'Yes', 'No', or 'I don't know' type people.

C. Theoretical Framework

The theoretical framework underlying in this research is given below:

Figure 2.1

| Speaking | → | Self Talk Strategy (STS) | → | Achievement in Speaking |
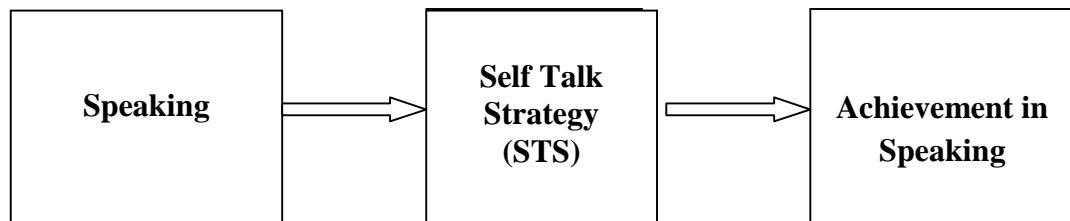
In the diagram above input, process and output are briefly classify in the following :

    a. Input refers to any kind of pronunciation.

    b. Process refers to the way of the students to pronounce the material.

    c. Output refers to the achievement of the students in pronunciation.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. Alternative Hypothesis (H_1)

   The using of Self Talk Strategy (STS) can improve the students' speaking abilityat the first grade of SMA Negeri 1 libureng.

2. Null Hypothesis (H_0)

   The using of Self Talk Strategy (STS)can not improve the students' speaking abilityat the first grade of SMA Negeri 1 libureng.

CHAPTER III

RESEARCH METHOD

This chapter deals with research method and design, population and sample, variable, instrument of the research, procedure of data collection and technique of data analysis.

A. Research Design

This research used pre-experimental method with one group pre-test and post-test. The design of research was one group pre-test and post-test design as follows:

Pre-test	Treatment	Post-test
X1	O	X2

Where :

X1 = Pre-test   O = Treatment   X2 = Post-test

(Gay, 1981:226)

1. Pre-test

Before doing the treatment, the students had been given a pre-test to know their prior knowledge.

2. Treatment

After giving the pre-test, the researcher conducted treatments the students by using Self Talk Strategy (STS). The treatments would be done for eight meetingsincludedpre test and postest.The procedures of the treatment as follows:

1) In the first meeting

   a) The researcher introduced himself and informed the students about the research that became their tutor for six meetings ahead and their teacher became the collaborator whoobserved all the activity during the teaching and learning process.

   b) The researcher divided the students into groups that consisted of four students. This grouping wasaimedto stimulate the students to work with the partner and to bring the students more actively.

   c) The researcher delivered some questions to the students.

   d) Then, the researcher gave the students a topic as teaching materials about the students experience

   e) The students made a conversation about the topic in their group.

   f) One of the students retold part of the story in front of another students in one group.

   g) In addition, to give the students chance to practice and to understand the content of the text

2) Second meeting

 a) The researcher gave opportunity for them to retell in front of their friends in the next meeting.

 b) The researcher divided the students into groups that consistedof four students.

 c) This grouping wasaimedto stimulate the students to work with the partner and to bring the students more actively.

 d) By combining students' knowledge about the content of text, the students were expected to be able to speak or arrange the meaningful context.

 e) As the practice of speaking text, the researcher gave the students a text and some questions about the the text.

 f) Gave the students chance to practice and understood the content of the text.

3) Third meeting

 a) The researcher divided the students into groups that consisted of four students.

 b) The researcher gave the students a topic as teaching materials about the students experience.

 c) The students worked with the partner andbrought the students more actively.

 d) Gave the students chance to practice and understood the content of the text.

e) As the next practice of speaking text, the researcher gave the students a text and some questions about the the text.

4) Four meeting

a) The researcher divided the students into groups that consisted of four students. This grouping wasaimedto stimulate the students to work with the partner and to bring the students more actively.

b) The researcher delivered some questions to bring the students' attention and focus to the material.

c) Then, the researcher gave the students a topic as teaching materials about the students experience.

d) The students made a conversation about the topic in their group.

e) One of the students retold part of the story in front of another students in one group.

f) Gave the students chance to practice and understand the content of the text.

3. Post-test

After the treatment, the posttest would be conducted to find out the students' speaking ability (accuracy and fluency). It will be used to check the result of the treatments, it would also be useful to know wheterSelf Talk Strategy was effective to increase the students' speaking ability. The test conducted with the same activities in pretest.

B. Population and Sample

1. Population

   The population of this research was the students of the firts grade of SMA Negeri 1 Libureng, consisted of eight classes and each class consisted of 24-30 students.

Table 3.1: Total number of the students

Class	Number of the students
X IPA^1	24
X IPA^2	25
X IPA^3	25
X IPA^4	27
X IPS^1	30
X IPS^2	26
X IPS^3	27
X IPS^4	27
Total	211

2. Sample

   The research used purposive sampling technique. Related to this sampling technique, the English teacher of first grade of SMA Negeri 1 libureng allows one class to be the sample this class is chosen based on the recommendation from school. And the result class X IPA^{1}ofthefirst grade of SMA Negeri 1 libureng as the sample of this research that consisted of 24 students.

C. Research Variable

Relating to variable, there were two variables in this research, namely dependent and independent variable those are :

1. Self Talk Strategy as independent variable.

2. Students' Speaking ability as dependent variable.

D. Instrument of the Research

In collecting data, this research used one instrument was spoken test. The researcher asked the students to speak in pair with expression and theme from the researcher. Its aimed to measure the students' fluency and accuracy in speaking English with used record.

E. Procedure of Data Collection

The procedure of collecting data involves the following steps :

1. Administrating a pretest

   Before doing the treatment, the student were given pretest through spoken test to asses the students' speaking skill. The result of pretest was compared with the result of post test after doing the treatment.

2. Administrating a Posttest

   After doing the treatment the students were given post test through spoken test to assess the students' speaking skill. Its result compared with the result of pretest to find out students' improve and their progress. The test was conducted with the same activities in pretest.

F. Technique of Data Analysis

The data collected through the speaking were analyzed and given a score based on the following criteria :

1) The Assessment of Speaking Accuracy

Table 3.2: the Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary.
Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary.
Good	7.6 – 8.5	They speak effectively and good of using vocabulary.
Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary.
Fair	5.6 – 6.5	They speak sometimes hasty fair of using vocabulary.
Poor	3.6 – 5.5	They speak very hasty, and more sentences are not appropriate using vocabulary.
Very Poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman in Hartina 2013)

2) The Assessment of Speaking Fluency

Table 3.3: The Assessment of Smoothness

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of smoothness.
Very Good	8.6 – 9.5	Their speaking is very understandable and very good of smoothness.
Good	7.6 – 8.5	They speak effectively and good of smoothness.

Fairly Good	6.6 – 7.5	They speak sometimes hasty but fairly good of smoothness.
Fair	5.6 – 6.5	They speak sometimes hasty, fair of smoothness.
Poor	3.6 – 5.5	They speak hasty and more sentence are not appropriate in smoothness.
Very Poor	0.0 – 3.5	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication.

(Layman in Hartina 2013)

1. Calculating the mean score of the students' speaking test by using the following formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where: $\overline{X}$: the mean score

x   : the sum of all score

N   : the total numbers of students (sample)

Gay (1981: 324)

2. The result from the convert score put in this score classification:

Table 3.4: Score classification.

Score	Classification
9.6 – 10	Excellent
8.6 – 9.5	Very good

7.6 – 8.5	Good
6.6 – 7.5	Fairly good
5.6 – 6.5	Fair
3.6 – 5.5	Poor
0 – 3.5	Very poor

(Depdikbud, 1985:6)

3. To Calculate the percentage of the students' score, the formula which was used as follows:

$$P = \frac{F}{N} x100 \, \%$$

Where:

P   = Percentage

F   = The frequency

N   = Number of sample

(Gay 1981:130)

4. Knowing improvement of the students' ability, the researcher used percentage technique.

$$P = \frac{X2 - x1}{x1} \; x \; 100\%$$

Where :

P = percentage of the students'

X1= the first mean score

X2= the second mean score

(Sudjana in Rezki, 2010: 4)

5. To know the significant of differences between the score of the pretest and the posttest the researcher will calculates the value of the test by using the following formula :

$$t = \frac{\overline{D}}{\frac{\Sigma D^2 - (\frac{\Sigma D}{N})^2}{N(N-1)}}$$

Where :

t	= Test of significance
D	= Test differences between two scores compared
$\overline{D}$	= The mean of differences scores
ΣD	= The sum of D scores
$(\Sigma D)^2$	= The square of D scores
N	= The total number of students

(Gay, 1981 :366)

6. The criteria for the hypothesis testing as follows :

Table 3. 5 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings and discussion. The result of data analysis was presented in findings and further explanation was presented in discussion.

A. Findings

The findings of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample contining mean score, and t-test of significance. These findings described as follows :

1.1 Accuracy (vocabulary)

a. Pre-Test

Table 4.1 : Rate percentage and frequency in pretest of the speaking in Accuracy form.

Pre-test				
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	0	0%
2	Very Good	8.6 to 9.5	0	0%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	3	12,5%
6	Poor	3.6 to 5.5	5	20,8%
7	Very Poor	0.0 to 3.5	12	50%
Total			**24**	**100%**

Table 4.1 above shows that from 24 students, there were no students got very good and excellent in accuracy of speaking skill. Based on accuracy, 12 (50%) were classified as very poor category, 5(20,8%)

students were classified as poor category, 3 (12,5%) students were classified as fair category, 1 (4,1%) student was classified as fairly good category and 3(12,5%) students wareclassified as good category.

b. Post-Test

Table 4.2 : Rate percentage and frequency in posttest of the speaking in accuracy form.

No	Classification	Score	Frequency	Percentage
	Post-test			
1	Excellent	9.6 to 10	1	4,1%
2	Very Good	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	3	12,5%
5	Fair	5.6 to 6.5	5	20,8
6	Poor	3.6 to 5.5	7	29,1%
7	Very Poor	0.0 to 3.5	3	12,5%
	Total		**24**	**100%**

Table 4.2 above shows that from 24 students, based on accuracy, 3 (12,5) students were classified as very poor category, 7 (29,1%) studentswere classified as poor category, 5 (20,8) students were classified as fair category, 3 (12,5%) students were classified as fairly good category, 3 (12,5) students were classified as good category,2 (8,3%)studentswereclassified as very good category and 1 (4,1%) students was classified as excellent category.

1.2 Fluency (smoothness)

a. Pre-Test

Table 4.3:Rate percentage and frequency in pretest of the speaking in fluency form

Pretest				
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	0	0%
2	Very Good	8.6 to 9.5	0	0%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	2	8,3%
6	Poor	3.6 to 5.5	5	20,8%
7	Very Poor	0.0 to 3.5	13	54,1%
Total			**24**	**100%**

Table 4.3 above shows that from 24 students, there were no students got excellent and very good in fluency form of speaking ability. Based on fluency, 13 (54%) were classified as very poor category, 5 (20,8%) students were classified as poor category, 2 (8,3%) were classified as fair category,1 (4,1%)students was classified as fairly good category and 3 (12,5%) students were classified as good category.

b. Post-Test

Table 4.4 :Rate percentage and frequency in posttest of the speaking in fluency form

Posttest				
No	**Classification**	**Score**	**Frequency**	**Percentage**
1	Excellent	9.6 to 10	1	4,1%

2	Very Good	8.6 to 9.5	2	8,3%
3	Good	7.6 to 8.5	3	12,5%
4	Fairly Good	6.6 to 7.5	1	4,1%
5	Fair	5.6 to 6.5	9	37,5%
6	Poor	3.6 to 5.5	6	25%
7	Very Poor	0.0 to 3.5	2	8,3%
Total			**24**	**100 %**

Table 4.4 above shows that from 24 students. Based on fluency, 2 (8,3%) students were classified as very poor category, 6 (25%) students were classified as poor category, 9 (37,5%)studentswere classified as fair category,1 (4,1%) student was classified as fairly good category,3 (12,5%) students were classified as good category, 2 (8,3%) students were classified as very good category and 1 (4,1) student was classified as exellent category.

1. The Result of Data Analysis

a. The mean score of the students' Pre-test and Post-test.

After being calculating the result of the students'score on pretest and posttest, the mean score was presented in the following table :

Table 4.5 :The mean score of the students' pretest and posttest

Category	Mean Score		Percentage of Improvement (%)
	Pretest	**posttest**	
Accuracy	4,01	6,02	50,05%
Fluency	4,20	6,10	45,43%
Speaking Ability	8,21	12,12	47,62%

Table 4.5 above shows that the mean score of the students' in accuracy form on pretest was 4.01 and posttest was 6.02, in fluency form on pretest was 4.20 and posttest was 6.10. So, the total percentageof the students' improvement in speaking ability after using Self Talk Strategy were 47.62%, where the mean score of pretest was 8.21 to 12.12 in posttest. The diffenrence score is 3.91. it means that the students' score in posttest was greater than students' score in pretest.

To know the percentage of the students' mean score of fluency and accuracy in pretest clearly, following chart ispresented :

	Accuracy	fluency	Speaking Ability	
Pretest	4.01	4.2	8.21	
Postest	6.02	6.1	12.12	
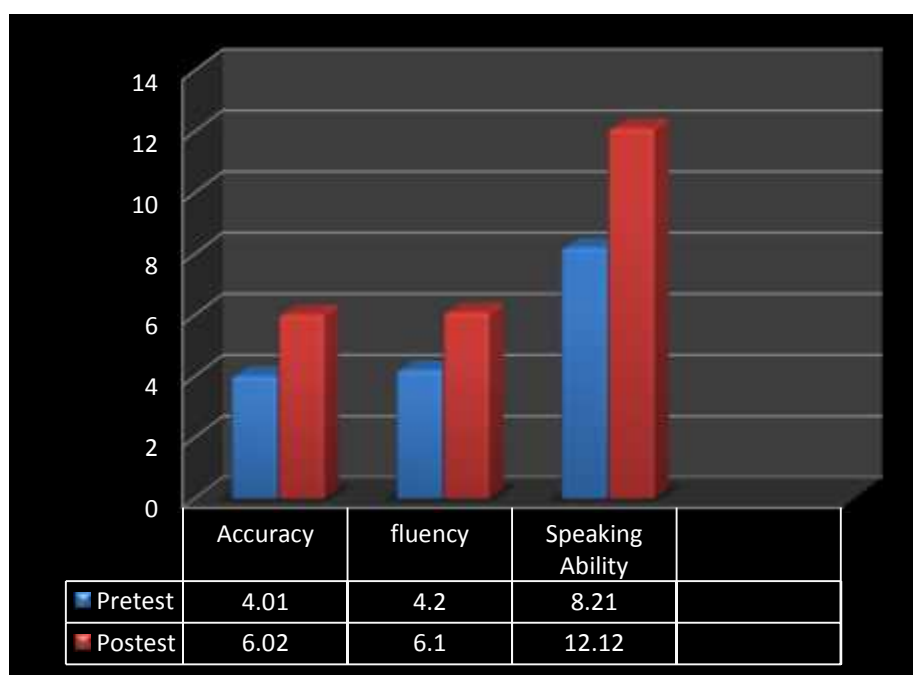
Chart 4.1*The Mean Score of Pretest and Posttest*

The chart above shows that there were improvement of the students' speaking ability in terms of fluency and accuracy. It showed from the mean score of fluency of the pretest was 4.20 to the mean score of the posttest was 6.10, so the percentage of the students' improvement was 45.43% and

the mean score of accuracy of the pretest was 4.01 to the mean score of the posttest was 6.02, so the percentage of the students' improvement was 50.05%. It showed that there were significant improvement for the students' speaking ability in term of fluency and accuracy by using Self Talk Strategy in the first grade of SMA Negeri 1 Libureng.

2. T-test of Value

To know the level of significance value of pretest and posttest, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N = number of subject (24 students) then the value of t-table is 2.069.

Table 4.6 :The t-test of the students' improvement

Component	t-test value	t-table value
Accuracy	14.2	2.069
Fluency	9.5	2.069

Table 4.6 above shows that t-test value for accuracy form higher than t-table (14.2>2.069) and t-test value for fluency form higher than t-table (9.5>2.069). It means that there is significant difference between the students' speaking in the class before and after implementing Self Talk Straregy in speaking process of the first grade students of SMA Negeri 1 Libureng.

3. Hypothesis Testing

Hypothesis testing was needed to find out wheter the hypothesis was accepted or rejected. If the result of t-test lower than t-table value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than t-table value, the alternative hyphotesis (H1) will be accepted.

In order to find out of the degree of freedom (df), the researcher used the following formula :

df = n-1

df = 24-1

df = 23

For the level of the significance (p) = 0.05 and df = 24, the value of the t-table 2.069. The result t-test value of the accuracy form is 14.2>2.0693 and t-test value of the fluency9.5>2.069.

The Null Hypotheses (H0) is rejected and the Alternative Hypothesis is accepted (H1) where the t-test value in accuracy (14.2), and fluency form (9.5) are higher than t-table (2.069). Therefore, there was a significant difference between the result of the students' pretest and posttest in speaking skill through the using Self Talk Strategy. The result of the t-test value of accuracy and fluency form in speaking skill are used to determine the hypotheses that occurs in this research.

B. Discussion

The research findings indicates that the students' speaking achievement by using Self Talk Strategy shows the improvement of the students' speaking ability in terms of fluency and accuracy. From the improvement shows the process in pretest and posttest.

The result of the students' speaking in pretest is low, especially in accuracy and fluency. It shows that the students could not express their ideas orally and their speech could not be understood. It is before using Self Talk Strategy in speaking class.

Based on the problem above, the researcher gave the treatment by using self talk strategy, so that the students could show the improvement in posttest. In pretest, only gave exercise (spoken test) to know their prior knowledge before using self talk strategy.

At the beginning, their speaking was very bad. Almost of them were confused and spent much time to think about the vocabularies. Repeating the words and fillers often done by them. They spoke full of long and unnatural pauses while searched for desired meaning. It is frequently halting delivery.

The researcher gave the treatment by using the self talk strategy. As the result, the students became active and enjoy in speaking activity. They spoke fluently, easily and automatically. Most of their utterances were correct and no need to think for a long time to produce words. Nevertheless, smooth delivery on whole and only few minutes unnatural pauses.

The description of data collection through spoken test as explained in the previous findings section that the students' achievement after using self talk strategy is significant.

In using self talk strategy in speaking process, the researcher found that the mean score of posttest students' achievement is greater than pretest. In table 4.5 shows that the score of fluency which the mean score of pretest is 4.2 and after using self talk strategy the mean score of posttest is 6.10. The mean score of accuracy in pretest is 4.01 and the mean score of posttest is 6.02. therefore the researcher indicated that there is a significant improvement in students' achievement after using self talk strategy.

This research has a line with Atheles and andChoaches (2011) believe that self talk is anintervension it can boost productivity, motivation and confidence. So, Iconclude based on those statement that Self talk is a conversations that aperson carries a mentally about self, about others and about environments.can help students to deliver their thinkking and felling easily, because selftalk give good contribution for the students to explore their knowledge andmake the students be confidence and creative one.

Besides Safitri (2016) found that the Self Talk Strategy is improve the students' writing and the students motivated in following the subject and they confidence in making recount text and enjoyed teaching and learning process during the course and they did the activity seriously.

After comparing the result of this research and previews research findings, the researcher concludes that the use of self talk strategy is effective to apply. There were some significant differences of the students' speaking ability in the terms of fluency and accuracy before and after using the technique. It means that the t-test is bigger than t-table, which means the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted.

After using self talk strategy, the researcher found that such this approach was effective to used in the class. This assumption was stated with evidence. During the application process of treatment, the researcher saw that the students were more interested to the material that the researcher presented. Based on the result of speaking process, the students' speaking ability was increased. It was proved by the result of posttest in terms of fluency and accuracy.

In the other side, the researcher found that the result between t-test and t-table showed that t-test was greater than t-table or still here. It means there were a significant differences between pre-test and post-test.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion. The conclusion presented from findings and in discussion. And the researcher give suggestion based on the result and discussion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the use of self talk strategy is effective to increase the students' speaking ability in SMA Negeri 1 Libureng term of fluency. It is proved by the mean score of post test in fluency which is higher than the mean score of pre test. And effective to increase the students' speaking ability in term of accuracy by the mean score of post test in accuracy which is higher than the mean score of pre test .

It is proved by the t-test value of final score in accuracy was greater than t-table and fluency was greater than t-table.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggest to the English teachers to use self talk strategy as the alternative in teaching and learning process to increase the students speaking English skill especially their speaking ability. For teacher, they should be creative in designing the learning process in the classrooms. Method and model used in the classrooms should be macth with the students' condition. And for the students were excepted increasing their confidence in learning speaking

through self talk strategy and also this technique can be used as an additional technique or further research with different discussion for the next researcher.

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APPENDICES

Appendices A (Research instrument)

Appendices B (Lesson Plan)

Appendices C (Data analysis)

Appendices D (T-Table)

Appendices E (Students Classification)

Appendices F (Name of Students)

Appendices G (Documentation)

Appendices H (Transcript Pre and Post Test)

APPENDIX C

Data Analysis in Accuracy Form

Students	Accuracy Form		D	D^2
	Pre-test (X1)	Post-test (X2)	(X2-X1)	
S-1	2.5	6.5	4	16
S-2	2.5	3.5	1	1
S-3	2	3.8	1.8	3.24
S-4	2	3.5	1.5	2.25
S-5	2.1	5	2.9	8.41
S-6	3.8	6.5	2.7	7.29
S-7	3	4.7	1.7	2.89
S-8	2	4.5	2.5	6.25
S-9	7.6	9.6	2	4
S-10	7.7	8.5	0.8	0.64
S-11	5.6	7.6	2	4
S-12	3.5	6.5	3	9
S-13	5.5	6.9	1.4	1.96
S-14	3.7	6.6	2.9	8.41
S-15	3.8	5.5	1.7	2.89
S-16	3.5	5.6	2.1	4.41
S-17	3.6	6.7	3.1	9.61
S-18	3.1	5.6	2.5	6.25
S-19	2	3.5	1.5	2.25
S-20	2	3.6	1.6	2.56
S-21	6.5	8.6	2.1	4.41
S-22	7.5	8.6	1.1	1.21
S-23	5	5.5	0.5	0.25
S-24	5.8	7.6	1.8	3.24
	dX1= 96.3	dX2= 144.5	dD= 48.2	dD^2= 112.42

Accuracy form :

1. **The students' mean score of the pretest:**

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{96.3}{24} = 4.01$$

2. **The students' mean score of the post test**

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{144.5}{24} = 6.02$$

3. **The students' percentage of improvement in accuracy form**

$$P = \frac{X2 - X1}{X1} \; x \; 100\%$$

$$= \frac{144.5 - 96.3}{96.3} \; x \; 100\%$$

$$= \frac{48.2}{96.3} \; x \; 100\%$$

$$= 50.05 \; \%$$

4. **Calculating of t-test value**

$$D = \frac{D}{N} = \frac{48.2}{24} = 2.00$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{D^2 - (\frac{D}{N})^2}{N(N-1)}}}$$

$$t = \frac{2.00}{\frac{112.42 - (\frac{48.2}{24})^2}{24(24-1)}}$$

$$t = \frac{2.00}{\frac{112.42 - \frac{2323.29}{24}}{24\ 23}}$$

$$t = \frac{2.00}{\frac{112.42 - 96.80}{552}}$$

$$t = \frac{2.00}{\frac{15.62}{552}}$$

$$t = \frac{2.00}{\sqrt{0.02}}$$

$$t = \frac{2.00}{0.14} = 14.2$$

Data Analysis of Fluency Form

Students	Fluency		D	D^2
	Pre-test (X1)	Post-test (X2)	(X2-X1)	
S-1	2.5	6.5	4	16
S-2	3.5	4.8	1.3	1.69
S-3	2.1	5	2.9	8.41
S-4	3.5	3.5	0	0
S-5	3.5	4.5	1	1
S-6	5	6.5	1.5	2.25
S-7	2	5	3	9
S-8	2	5	3	9
S-9	7.6	9.7	2.1	4.41
S-10	7.6	8.5	0.9	0.81
S-11	5.8	7.7	1.9	3.61
S-12	3.5	6.7	3.2	10.24
S-13	5.3	6.5	1.2	1.44
S-14	3.5	5.7	2.2	4.84
S-15	3.6	5.7	2.1	4.41
S-16	3.6	6	2.4	5.76
S-17	2.8	5.6	2.8	7.84
S-18	3	5.7	2.7	7.29
S-19	2.5	3.5	1	1
S-20	2	3.6	1.6	2.56
S-21	6.5	8.9	2.4	5.76
S-22	7.8	8.6	0.8	0.64
S-23	5	5.7	0.7	0.49
S-24	6.6	7.7	1.1	1.21
Total	d**X1**=100.8	d**X2**=146.6	d**D**=45.8	d**D**^{2}=109.66

Fluency form :

1. **The students' mean score of the pretest:**

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{100.8}{24} = 4.2$$

2. **The students' mean score of the post test**

$$\overline{X} = \frac{\Sigma x}{N}$$

$$\overline{X} = \frac{146.6}{24} = 6.10$$

3. **The students' percentage of fluency improvement form :**

$$P = \frac{X2 - X1}{X1} \text{ x } 100\%$$

$$= \frac{146.6 - 100.8}{100.8} \text{ x } 100\%$$

$$= \frac{45.8}{100.8} \text{ x } 100\%$$

$$= 45.43 \%$$

4. **Calculating of t-test value**

$$D = \frac{\Sigma D}{N} = \frac{45.8}{24} = 1.90$$

$$t = \cfrac{\overline{D}}{\cfrac{\Sigma D^2 - (\frac{\Sigma D}{N})^2}{N(N-1)}}$$

$$t = \cfrac{1.90}{\cfrac{\Sigma 109.66 - (\frac{45.8}{24})^2}{24(24-1)}}$$

$$t = \cfrac{1.90}{\cfrac{109.66 - \frac{2097.64}{24}}{24\ 23}}$$

$$t = \cfrac{1.90}{\cfrac{109.66 - 87.40}{552}}$$

$$t = \cfrac{1.90}{\cfrac{22,26}{552}}$$

$$t = \cfrac{1.90}{\sqrt{0.04}}$$

$$t = \cfrac{1.90}{0.2} = 9.5$$

APPENDIX D

Critical Value of t-table

Level of Significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.595
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.704
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.880
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	**2.069**	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.058	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.701	3.551
50	1.671	2.000	2.660	3.460
60	1.658	1.980	2.617	3.373
120	1.645	1.960	2.576	3.291

No	Item	Pretest Final score	Classification	Posttest Final Score	Classification
		The Students' Classification of the Pretest and Posttest in Accuracy Form			
1	**S-1**	**2.5**	**Very poor**	**6.5**	**Fair**
2	**S-2**	**2.5**	**Very poor**	**3.5**	**Very poor**
3	**S-3**	**2**	**Very poor**	**3.8**	**Poor**
4	**S-4**	**2**	**Very poor**	**3.5**	**Very poor**
5	**S-5**	**2.1**	**Very Poor**	**5**	**Poor**
6	**S-6**	**3.8**	**Poor**	**6.5**	**Fair**
7	**S-7**	**3**	**Very Poor**	**4.7**	**Poor**
8	**S-8**	**2**	**Very poor**	**4.5**	**Poor**
9	**S-9**	**7.6**	**Good**	**9.6**	**Exellent**
10	**S-10**	**7.7**	**Good**	**8.5**	**Good**
11	**S-11**	**5.6**	**Fair**	**7.6**	**Good**
12	**S-12**	**3.5**	**Very poor**	**6.5**	**Fair**
13	**S-13**	**5.5**	**Poor**	**6.9**	**Fairly good**
14	**S-14**	**3.7**	**Poor**	**6.6**	**Fairly good**
15	**S-15**	**3.8**	**Poor**	**5.5**	**Poor**
16	**S-16**	**3.5**	**Very Poor**	**5.6**	**Fair**
17	**S-17**	**3.6**	**Poor**	**6.7**	**Fairly good**
18	**S-18**	**3.1**	**Very poor**	**5.6**	**Fair**
19	**S-19**	**2**	**Very poor**	**3.5**	**Very poor**
20	**S-20**	**2**	**Very poor**	**3.6**	**Poor**
21	**S-21**	**6.5**	**Fair**	**8.6**	**Very good**
22	**S-22**	**7.5**	**Fairly good**	**8.6**	**Very good**
23	**S-23**	**5**	**Poor**	**5.5**	**Poor**
24	**S-24**	**5.8**	**Fair**	**7.6**	**Good**
N=20		d**X1= 96.3**		d**X2= 144.5**	

No	Item	Pretest Final score	Classification	Posttest Final Score	Classification
**The Students' Classification of the Pretest and Posttest in Fluency Form**					
1	**S-1**	**2.5**	**Very poor**	**6.5**	**Fair**
2	**S-2**	**3.5**	**Very poor**	**4.8**	**Poor**
3	**S-3**	**2.1**	**Very poor**	**5**	**Poor**
4	**S-4**	**3.5**	**Very poor**	**3.5**	**Very poor**
5	**S-5**	**3.5**	**Very Poor**	**4.5**	**Poor**
6	**S-6**	**5**	**Poor**	**6.5**	**Fair**
7	**S-7**	**2**	**Very Poor**	**5**	**Poor**
8	**S-8**	**2**	**Very poor**	**5**	**Poor**
9	**S-9**	**7.6**	**Good**	**9.7**	**Exellent**
10	**S-10**	**7.6**	**Good**	**8.5**	**Very good**
11	**S-11**	**5.8**	**Fair**	**7.7**	**Good**
12	**S-12**	**3.5**	**Very poor**	**6.7**	**Fairly poor**
13	**S-13**	**5.3**	**Poor**	**6.5**	**Fair**
14	**S-14**	**3.5**	**Very poor**	**5.7**	**Fair**
15	**S-15**	**3.6**	**Poor**	**5.7**	**Fair**
16	**S-16**	**3.6**	**Poor**	**6**	**Fair**
17	**S-17**	**2.8**	**Very poor**	**5.6**	**Fair**
18	**S-18**	**3**	**Very poor**	**5.7**	**Fair**
19	**S-19**	**2.5**	**Very poor**	**3.5**	**Very poor**
20	**S-20**	**2**	**Very poor**	**3.6**	**Poor**
21	**S-21**	**6.5**	**Fair**	**8.9**	**Very good**
22	**S-22**	**7.8**	**Good**	**8.6**	**Very good**
23	**S-23**	**5**	**Poor**	**5.7**	**Fair**
24	**S-24**	**6.6**	**Fairly good**	**7.7**	**Good**
N=20		d**X1=100.8**		d**X2=146.6**	

APPENDIX F

The list of sample Class X IPA[1] SMA Negeri 1 Libureng

NO	NAME	M/F	CODE
1	ALDIANSYAH	M	S-1
2	EGAL AFRIANDI	M	S-2
3	EMIL DZALIM	M	S-3
4	MUHAMMAD ALIFATUL RIFKY	M	S-4
5	MUHAMMAD SALDI HASAN	M	S-5
6	ROMI EKA SAPUTRA	M	S-6
7	SAINAL ASIS	M	S-7
8	SYAMSURIADI	M	S-8
9	ANDI ANNIESA PUTRI ANWAR	F	S-9
10	ANDI MEYSA AULIA P	F	S-10
11	ANNISA PUTRI YUNANDARI	F	S-11
12	ANUGRAH	F	S-12
13	HARNIATI	F	S-13
14	HASMILA NUR	F	S-14
15	HILMA	F	S-15
16	INDRI AGUSTINA	F	S-16
17	IRMAWATI	F	S-17
18	MAGFIRA NUR	F	S-18
19	MIRDAYANTI	F	S-19
20	NUR AMALIYAH	F	S-20
21	PUTRI ASMILAWATI	F	S-21
22	TITIK PUTRI H	F	S-22

23	**TRI AYU LESTARI**	**F**	**S-23**
24	**YIGUN MARIN**	**F**	**S-24**

Note : 8 male, 16 female.

Attendant List of the Students' in Learning Process
Class X IPA[1] SMA Negeri 1 Libureng

No.	Name	Attendant List							
		1	2	3	4	5	6	7	8
1	S-1	√	√					i	
2	S-2	√	√						
3	S-3	√	√		i				
4	S-4	√	√						
5	S-5	√	√						
6	S-6	√	√						
7	S-7	√	√						
8	S-8	√	√						
9	S-9	√	√				s		
10	S-10	√	√						
11	S-11	√	√						
12	S-12	√	√	s					
13	S-13	√	√						
14	S-14	√	√						
15	S-15	√	√						
16	S-16	√	√				s		
17	S-17	√	√						
18	S-18	√	√						
19	S-19	√	√						
20	S-20	√	√			i			
21	S-21	√	√						
22	S-22	√	i						
23	S-23	√	√						
24	S-24	√	√						

√ : Hadir

A : Alfa

S : Sakit

I : Izin

The Percentage of The Students Score in Term of Accuracy (Vocabulary)

1. **Pretest**

   a. Very poor

   F= 12, N= 24 $P = \frac{F}{N} \times 100\%$

   $P = \frac{12}{24} \times 100\% = 50\%$

   b. Poor

   F = 4, N = 24 $P = \frac{F}{N} \times 100\%$

   $P = \frac{5}{24} \times 100\% = 20.8\%$

   c. Fair

   F = 3, N = 24 $P = \frac{F}{N} \times 100\%$

   $P = \frac{3}{24} \times 100\% = 12.5\%$

   d. Fairly good

   F = 1, N = 24 $P = \frac{F}{N} \times 100\%$

   $P = \frac{1}{24} \times 100\% = 4.16\%$

   e. Good

   F = 3, N = 24 $P = \frac{F}{N} \times 100\%$

   $P = \frac{3}{24} \times 100\% = 12.5\%$

2. **Postest**

   a. Very poor

   F = 3, N = 24 $P = \frac{F}{N} \times 100\%$

$$P = \frac{3}{24} \times 100\% = 12.5\%$$

b. Poor

F = 7, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{7}{24} \times 100\% = 29.16\%$

c. Fair

F = 5, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{5}{24} \times 100\% = 20.8\%$

d. Fairly good

F = 3, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{3}{24} \times 100\% = 12.5\%$

e. Good

F = 3, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{3}{24} \times 100\% = 12.5\%$

f. Very Good

F = 2, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{2}{24} \times 100\% = 8.33\%$

g. Excellent

F = 1, N = 24 $\qquad$ $P = \frac{F}{N} \times 100\%$

$\qquad\qquad\qquad\qquad$ $P = \frac{1}{24} \times 100\% = 4.16\%$

The Percentage of The Students Score in Term of Fluency (Smoothness)

1. **Pretest**

   a. Very poor

       F= 13, N= 24 $P = \frac{F}{N} \times 100\%$

                                       $P = \frac{13}{24} \times 100\% = 54.16\%$

   b. Poor

       F = 5, N = 24 $P = \frac{F}{N} \times 100\%$

                                       $P = \frac{5}{24} \times 100\% = 20.8\%$

   c. fair

       F = 2, N = 24 $P = \frac{F}{N} \times 100\%$

                                       $P = \frac{2}{24} \times 100\% = 8.33\%$

   d. Fairly good

       F = 1, N = 24 $P = \frac{F}{N} \times 100\%$

                                       $P = \frac{1}{24} \times 100\% = 4.16\%$

   e. Good

       F = 3. N = 24 $P = \frac{F}{N} \times 100\%$

                                       $P = \frac{3}{24} \times 100\% = 12.5\%$

2. **Postest**

   a. Very poor

       F = 2, N = 24 $P = \frac{F}{N} \times 100\%$

$$P = \frac{2}{24} \times 100\% = 8.33\%$$

b. Poor

F = 6, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{24} \times 100\% = 25\%$$

c. Fair

F = 9, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{24} \times 100\% = 37.5\%$$

d. Fairly good

F = 1, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{24} \times 100\% = 4.16\%$$

e. Good

F = 3, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{24} \times 100\% = 12.5\%$$

f. Very Good

F = 2, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{24} \times 100\% = 8.33\%$$

g. Excellent

F = 1, N = 24

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{24} \times 100\% = 4.16\%$$

POST TEST

Record 1

S13: Have a sit miss ?
S12: Thank you
S13: What can i do for you miss ?
S12:I want to open a bank account
S13: What kind of account that you want to open miss ?
S12:I only want to open a checking account
S13: Iam sorry miss, of you want to open it, you need to open a saving account too ?
S12: So, you mean that i need open both checking and saving account
S13: Yes you are right miss
S12: Okay i will open both of them
S13: All right, you may file the from first, read all the turn of service and sign every application?
S12:OK give me few minutes please
S13: Sure
S12: Sorry, iam a student , so i havent work yet, should fill the number of my montly income here ?
S13: No, you dont need to that just let it empty?
S12: Oke, thank you miss, i have feed all the form of service and fill the from here is the aplication.
S13: The process will be take place for about 20 minute miss. It takes long anough besause i need to take four.
S12:no problem.

Record 2

S16: Assalamu alaikum,
S9: Waalaikum salam
S16:what are doing here ?
S9:im looking for a gift for anna
S16:oh ya coisdentally i also want to find gift for her if you do not mind how to search togather?

S16: Okay, i agree, what do you think if i gave it a bag ?

S9:I dont think so in my opinion she already has a lot of bags maybe we better give piggy bank

S16: Why do you think piggy bank is sweatable for his birthday present ?

S9: Because i think piggy bank can help her to save money

S16: Okay, i agree with your idea then i will also give it a piggy bank

Record 3

S11: Hi!

S14: Hi!

S11: Today your sister is birthday ?

S14: Yeah! Gift what a nice to him ?

S11:I think should you give a barbiea doll, because she like a barbie doll.

S14:I disagree, she already has so many barbie doll. How about a bag ? she wear thebag everyday to go to school. So, i think it would be great if we give her a bag

S11: Hmm.. okay then, i agree, lets buy her a bag today after school.

S14: Okay.

Record 4

S4: Hai Putri.

S21: Hai Lif

S4: What are you doing here ?

S21:I waiting my father

S4: You waiting in the parking area

S21: Yes, beacause i already inform my father

S4: Follow me, let me bring you

S21:are you sure ?

S4: Yes, of course

S21: Thank you

Record 5

S1: Excuse me!
S24: Ugh,Aldi you really startle me
S1: Sorry, im not intentional. By the way it seems you are very busy looking for something
S24: Yes, indeed today, iam busy looking for materials and tools to creat a painting in the exhibition event at school tomorrow afternoon.
S1: Oh yes iam almost forget
S24: If you dont mind, will you help me choose materials and tools to make a painting ,because i dont understand about it
S1: Of course, with pleasure
S24: According to your opinion, does it the water colors fit for my painting?
S1: No, iam not like your idea. In my opinion it will better if oil paint
S24:okay.

Record 6

S8:hello
S17: Hi... where do you go ?
S8:I will go to super market, do you want to follow me ?
S17: Yes, i want , what do you want over there ?
S8:i want to shop fruit and snacks, do you want to shop too ?
S17:no, i dont think so i want to accompany you onlu, do you mind ?
S8: Oh no but im very happy , oh yes by the way, why dont you enter to school to day
S17: Today is holiday, it is for me teacher meeting
S8:if so , do you want to drop in to my home after we back from supermarket ?
S17:Yes,ofcourse thanks
S8:yes you are welcome

Record 7

S5: Hallo
S20:hi, where do you will go ?
S5:I will go to super market, do you want to follow me ?
S20: Yes i want, what do you want buy over there ?
S5:I want to shop fruit and snacks, do you want to shop to ?
S20: No, i dont, i want to accompany you only, do you mind ?
S5: Oh no, but iam very happy, oh btw what do you think about math ?
S20: Actually it is very easy to learn, do you think so ?
S5:I dont think so, i have troubles when i study about it. I alwas get bad score.
S20: If you will get good score, you have to practice exercise everyday, you can join with me if you want to learn about it. Please come to my house if you have free time to learn math.
S5: Ok, i agree, btw my friend say that they can learn math with out practice the question.

Record 8

S22: Hai Emil
S3: Hi to titik
S22: Do you have some nice writing paper ?
S3: Certainly , do you like this ?
S22: This is alright, give me five hundred sheets, please, do you have some envelopes too ?
S3: Yes, we do
S22: How much are they ?
S3: Two thousand and five hundred rupiah per hundred envelopes
S22: Is it a fixed price ?
S3: Yes it is
S22: Alrught, give me packed please
S3: Okay, i will make it ready for you
S22: Well here is the money

S3: Thank you very much sir
S22: Yes you are welcome

Record 9

S23: Hi gal
S2: Hi yu, why you look very happy ?
S23: Do you think ? i bought two pairs of shoes, one for wear school which only to be used as a relaxed
S2:I think you why look happy
S23: What you think about i bought two pairs of shoes ?
S2: In my opinion , i agree with you
S23: Ok, thanks to you think what you do here ?
S2:I accompany my brother buy the book write
S23: Oh, ok, i return first , see you
S2: See you too

Record 10

S7: Hi, how are you ?
S18: Good
S7: What are you doing here ?
S18:I want to buy a bag for my younger sister
S7: Ohh
S18: Casual, my sister male you hep me to find the bag ?
S7: Yes may
S18: Yes already let looking for
S7: It was his place
S18: Yes
S7: It is bag like what the sister you like
S18: The picture is rabort
S7: Oke
S18: You agree if that this
S7:I agree because a sister you right male would like with a car
S18: So i take this caurse

S7: Yes
S18: Yes, thanks because you accompany me to buy a bag for my youger sister
S7:yes

Record 11

S6: Assalamu alaikum mirda
S19: Waalaikum salam romi
S6: How are you ?
S19:I fine thank you how about you ?
S6: Iam fine too, what are you doing here ?
S19:I want to buy something special for my uncle
S6: Oh yes, btw what do you thinkabout this super market ?
S19: Actually it is beautiful and big do you think so ?
S6:I dont think so, i feel this super market is very comvertable because the location of the good is not arrage
S19: So you want this supermarket to be in the drawing ?
S6:I agree with that ?
S19: Well thanks and see you
S6: You are welcome and see you too

Record 12

S10: Hello , assalamu alaiku
S15: Hello , waalaikum salam
S10: How are you ?
S15: Iam fine thank you and you ?
S10: Iam fine to thank you
S15: What are you doing here ?are you alone ?
S10: Iam not alone,iam with my brother, iam looking for syirup for idul adha tomorrow
S15: Oh, may i help you ?
S10: Yes, of course
S15:I have found it, do you like this syirup , it taste orange?

S10: Sorry i dont like the taste of orange because it taste a bit sour, maybe there is another taste ?

S15: How about a sense of melon only ?

S10:I agree with you because it taste sweet

S15: Do you just want to buy syirup ?

S10: Yes, this is enough

S15: Well lets pay it at the cash register

S10: Thank you for helping me

S15: Your welcome this is late afternoon, i had to get home on time, see you

S10: See you to

PRE TEST

Record 1

S16: Hai
S12: To
S16: What you will?, ih salah!
S12:I wish borrow book
S16: What you book the wish borrow?
S12:I wish borrow book english
S16: Oh, well like that, eh that i good feels before other time till meet
S12: Till meet, bye bye

Record 2

A14: Asslm alkum, irma how are you ?
S17: Waalaikm slm mila, iam fine
A14: What are you going ter?
S17: We evering basic book a history indonesia
A14: Wether basic book a history indonesia
S17: Wether you find book ?
A14:I not yet mila
S17: What are you can help you?
A14: Thank you mila, i even wish sick me
S17: Ok, come here sick booth that
A14: Ok, wether book you look for?
S17: Yes, could very the book me look for
A14: Yes

Record 3

S21: What are you doing here ?
S13: Iii yaa company my mother here,
S21:I hear you celebrate your birthday
S13: Yes, yesterday my birthday
S21: Sorry i can notcan your birthday

S13: No problem, i know you busy

S21: Thank you, you know my problem and happy my friend wish you all the best and god bless you.

S13: Thank you so much

S21: You welcome

Record 4

S6: How are you?

S1: Iam fine

S6: What you doing?

S1:I i fres to look to bool for indonesia

S6: What for?

S1: For work the teks

S6: Bay the way, i to heard information your date birthday

S1: Where you know ?

S6: Friend from class

S1: Ok yes

S6: Happy birthday andi

S1: Thankyou

S6: Yes, no problems

Record 5

S20:hai good morning

S19:good morning to

S20:how are you ?

S19:iam fine

S20:what are you doing here?

S19:I will sheek english book

S20: Oh, please what you know for examination english tomorrow ?

S19: Thanks for information

S20: Your welcome, see you tomorrow

S19: Okay

Record 6

S2: Hey
S22: Hello
S2: How are you ?
S22: Im fine
S2: Oh ya, what you now get new teacher ?
S22: Oh no what can you information, i wait now teacher
S2: Yes, new teacher is andi akbar spd
S22: Thank you for information

Record 7

S24: Hy good morning
S15: Good morning too
S24: What are you, what are you doing you here?
S15:I'am looking for books
S24:I if you can know what you looking for
S15:I'am looking for english book, do you see the book? Is the nextu were
S24: Yes, ofcourse so the english book and the website net the book sell of a language
S15: Oh, thank you for information
S24: Yes you welcome
S15: You said you are birhday today
S24: Its ames to
S15: Oh, if so i wish you happy birtdhay, long healty
S24: Thank you so mach my friend and always sastenet
S15: You, you are welcome

Record 8

S9: Hello good morning
S10: Good morning to
S9: What are you doing here

S10:I, i'am reading a book

S9: Btw yesterday i heard the information from the principle that you choose in represent in school to join in olxmplyc grade distric

S9: Really are you? About it?

S10: Yes, I'im sure, good luck for you

S9: Yes, thank tou so mach

Record 9

S11: Assalamualaikum

S23: Waalaikumsalam

S11: How are you?

S23:I'am fine, thank you, and you?

S11:I'am fine to thank you

S23: What is the book you borrow?

S11:I want to borrow english book

S23: Oh, ya i hear from yesterday class mate yesterday you follow a rest?

S11: Yes, yesterday i follow a rest

S23: So, the result

S11: Alhamdulillah, the result fery good, i get first campion

S23: Waw congratulation for you

S11: Thank you so much

S23: Your wellcome

Record 10

S18: Hi

S4: Hi

S18: What do you here

S4:I want to shopping for birdhay my sister

S18: When birdhay your sister?

S4: To night at eigh p.m, do you can come?

S18: Oh, i'am sorry, i cant come us there are family even I can only congratulete for him

S4:I will tell to him

S18: Ok. If so return first

S4: See you

S18: See you to

Record 11

S3: How are you?

S7: Walaikumsalam, he degagai kutu

S3: You every gone have in hove in have?

S7:I am average carry book

S3:I am heer you yesterday hear birthday

S7: Birth day, yes i yesterday perguen birthday

S3: Congratulation

S7: Yes, thank you

Record 12

S8: Hey

S5: Hello

S8: You again in libray?

S5:I very gread book

S8: Okay yes, when you again well in libray

S5: When you again what in libray

S8:I frien book, i friend borrow book bahasa inggris

S5: Thank you

CURRICULUM VITAE

The researcher was born on Marc 11th 1995 in Pitumpidange, South Sulawesi. He is the second child of his parents Andi Kamaruddin and Kasadiah who always educate, support and pray for her succesful.

The writer got her first education he entered at elementry school SDN 183 Pitumpidange in 2001 and graduated in 2007. In the same year, she continued her study at Junior High School MTsN 1 Libureng, Bone regency and finished in 2010. Then he continued hir study at Senior High School in SMA Negeri 1 Libureng, Bone Regency and finished in 2013.

After finished his study at school, he enrolled at Muhammadiyah University of Makassar and took English Education Departement and Teaching Faculty.